| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: E

## Date: January 25, 2018

### Title: First Review of Proposed State Approved Textbooks for K-12 History and Social Science

#### Presenter: Ms. Christonya Brown, Coordinator – History and Social Science

##### **Email:** [**Christonya.Brown@doe.virginia.gov**](mailto:Christonya.Brown@doe.virginia.gov) **Phone:** **804-225-2893**

## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary:

The Virginia Department of Education (VDOE) began the process to review history and social science textbooks following the Board of Education’s approval to do so on February 23, 2017. The Department followed the [Timeline for State Approval Process for History and Social Science](http://www.doe.virginia.gov/instruction/textbooks/history_social_science/2017-approval/anticipated-textbook-timeline-hss.docx) (Word) (contained in Attachment A) and the [Textbook Criteria for History and Social Science](http://www.doe.virginia.gov/instruction/textbooks/history_social_science/2017-approval/textbook-criteria-hss-2017.docx) (Word) (contained in Attachment B) to conduct the textbook review. In April 2017, publishers submitted a Publisher’s Certification and Agreement form for each textbook to be considered for approval by the Board of Education. VDOE staff members reviewed the information included in each submitted [Publishers’ Submission Forms](http://www.doe.virginia.gov/instruction/textbooks/review_process/publisher_submission_form.docx) (blank version contained in Attachment C).

Between June 2017 and August 2017, committees of Virginia educators used the approved process to receive, review and submit textbook correlation information to the VDOE. Committee members conducted analyses of the materials using evaluation criteria for Standards of Learning (SOL) correlation, content, bias, and design for instructional planning and support. In November 2017, VDOE staff began aggregating the analyses of committee members and shared consensus evaluations with publishers in December 2017. Publishers were given an opportunity to respond to the committees’ consensus. Requests by publishers for reconsideration were examined carefully by VDOE staff, and staff members began preparing the list of proposed approved textbooks for presentation to the Board.

The list of proposed recommended history and social science textbooks, including the status of the Publisher’s Certification and Agreement forms for each, is included as Attachment D.

Following the Board’s first review of the proposed textbooks, the VDOE will conduct a 30-day public comment period, with the intent to bring to the Board a final list of proposed approved textbooks for K-12 history and social science in March 2018.

Review and approval of K-12 history and social science textbooks that are aligned to the 2015 *History and Social Science Standards of Learning* aligns with Priority 1: Provide high-quality, effective learning environments for all students of the Board of Education [*Comprehensive Plan: 2018-2023*](http://www.doe.virginia.gov/boe/plan/comprehensive-plan.pdf)through having resources that support a system of quality education.

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

March 22, 2018

**Superintendent’s Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the attached list of proposed recommended textbooks for K-12 history and social science.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

On February 23, 2017, the Board of Education received a report outlining the anticipated timeline and the approved process to review and approve of K-12 History and Social Science Textbooks and Instructional Materials.

**Background Information and Statutory Authority:**

The Board of Education’s authority for approving textbooks or other instructional materials is prescribed in the Constitution of Virginia ([Article VIII, § 2](http://law.lis.virginia.gov/constitution/article8/section2)) and in the [*Code of Virginia*](https://law.lis.virginia.gov/vacode/22.1-253.13:1/) (applicable citations noted in Attachment A). [Virginia’s Textbook Review Process](http://www.doe.virginia.gov/instruction/textbooks/review_process/va_textbook_review_process.pdf), approved by the Board of Education in March 2011, provides a comprehensive overview of the current textbook review process, along with the Regulations Governing Local School Boards and School Divisions.

The current list of state-approved history and social science textbooks was approved by the Board in March 2010 following revisions to the *History and Social Science Standards of Learning* and *Curriculum Framework* in 2008. The Board of Education approved the 2015 *History and Social Science Standards of Learning* on March 25, 2015 and Curriculum Frameworkon January 28, 2016.The revised standards and curriculum framework then prompted the need to review textbooks for correlation to the revised content. On February 23, 2017, the Board of Education received a report of the anticipated timeline for the review of textbooks and materials to align with the 2015 *History and Social Science Standards of Learning* and Curriculum Framework.

In preparation for the 2017 History and Social Science Textbook Approval, VDOE staff:

* Worked with the Webmaster to create a [Web page](http://www.doe.virginia.gov/instruction/textbooks/history_social_science/2017-approval/index.shtml) specifically to house all necessary forms and documents to be used for the approved process;
* Updated the contact information and locations for the review sites across the Commonwealth; and
* Contacted the American Publishers’ Association and the Virginia Publishers’ Association.

In March 2017, the VDOE invited publishers to submit textbooks for review an *Intent to Submit* letter. Once received, VDOE staff provided email confirmation of their intent and provided information regarding the approval process. VDOE also posted in March a Superintendent’s Memo seeking nominations for qualified educators and content experts to serve on the textbook review committees. In April 2017, the VDOE reviewed 76 applications of K-12 educators and content experts with advanced degrees and selected 33 classroom teachers and 7 college educators for the 2017 History and Social Science textbook review committee. VDOE staff provided virtual training and electronic copies of the following in preparation to review materials:

* *General Instructions for the 2017 K-12 History and Social Science Textbook Approval Committee* and PowerPoint presentation outlining the process and procedures for receiving, reviewing and returning textbook correlation information;
* Contact and Agreement forms outlining terms and agreement to serve on the 2017 K-12 History and Social Science Textbook Approval Committee. This form also established that committee members were in an existing position, interest, or commitment that would pose a conflict of interest, whether real or perceived, with my role in reviewing the textbooks that are being submitted; and
* Board Approved Guidelines: *Publishers’ Submission Forms for Virginia’s Textbook Approval Process Virginia Department of Education*.

In May 2017, VDOE staff provided publishers with an email confirmation of the textbooks to be reviewed, contact information of review committee members, and basic reminders regarding textbook correlation information.

In June 2017, committee members received textbook samples and 2015 *History and Social Science* *Standards of Learning* textbook correlations from identified publishers. Committee members conducted individual analyses of the materials using evaluation criteria for Standards of Learning (SOL) correlation, content, bias, and design for instructional planning and support. Textbook committee members completed individual analyses and all evaluations were submitted electronically by September 1, 2017.

Between September 1, 2017 and December 10, 2017, VDOE staff reviewed materials submitted by publishers and aggregated all of the analyses of each textbook and drafted consensus letters. On December 27, 2017, VDOE staff shared consensus evaluations with publishers. Publishers were given an opportunity to respond to the committees’ consensus. Requests by publishers for reconsideration were examined carefully by VDOE staff, and staff members began preparing the list of proposed approved textbooks for presentation to the Board.

**Timetable for Further Review/Action:**

Upon acceptance of the list of proposed K-12 history and social science textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The history and social science textbooks submitted for review may be reviewed at any of the following eight sites around the state: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia’s College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College. The list of recommended K-12 history and social science textbooks will be presented to the Board of Education for final review on March 22, 2018.

**Impact on Fiscal and Human Resources:**

This responsibility was absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

Attachment A

**Anticipated**

**2017 Approval Process for K-12 History and Social Science Textbooks**

**February 2017** The Board of Education (Board) approves the textbook schedule for the approval of K-12 History and Social Science textbooks.

**March 2017** The Department of Education (DOE) invites publishers to submit textbooks for review.

DOE seeks nominations for qualified educators and content experts to serve on the textbook review committees.

Publishers indicate their intent to submit textbooks on completed certification and agreement forms that are required by the Board in its state approval process.

**April 2017** Review committees of K-12 educators and content experts with advanced degrees in the field are determined.

DOE reviews the certifications and agreements and works with publishers to address concerns. Incomplete forms may result in the textbook being removed for consideration for review.

Completed Textbook Publishers Certification and Agreement forms are due to the VDOE by **Friday, April 21, 2017.**

**May 2017** DOE notifies the publishers of the evaluation committee members for the purpose of sending all the textbooks under consideration for approval to these reviewers.

Names and addresses of persons to whom samples should be sent will be forwarded to publishers by **Friday, May 12, 2017**.

**June 2017** Committee members use the evaluation criteria to review the textbooks independently for Standards of Learning (SOL) correlations, content, bias, and design for instructional planning and support.

**By Friday, June 30, 2017:**

* + - * Publishers shall electronically submit to Christonya Brown the 2017 State Textbook Information Form.
      * SOL correlation forms and textbooks are due to VDOE, the evaluation committee members, and the eight designated public review sites.

Attachment A

**July 2017** Members of the review committee submit their individual textbook analyses to DOE staff for aggregation.

**August 2017** The full evaluation committee convenes to reach consensus on their reviews of the submitted textbooks.

**September 2017** The consensus evaluations are shared with publishers.

**October 2017** Publishers are given an opportunity to respond to the committee’s reviews and recommendations.

**November 2017** The Board receives the proposed list of textbooks for first review, along with information from the textbook publishers’ certifications and agreements.

Letters requesting a "reconsideration" of a profile(s) should be sent to Christonya Brown, textbook and instructional materials review coordinator, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120. Letters requesting reconsideration must be received by **Wednesday, November 15, 2017**.

**January 2018** During a 30-day public comment period, the public is invited to review copies of the books that have been placed around the state and to provide comment to the Board.

**March 2018** The Board reviews all public comment, considers the list, and approves the textbooks.

DOE posts a list of approved textbooks with prices and information from the textbook publishers’ certifications and agreements on the DOE’s Web site.

**Ongoing** The public may provide ongoing feedback regarding inaccuracies in approved textbooks.

Attachment B

**Evaluation Criteria Used by Textbook Review Committee**

**Section I: Correlation with the Standards of Learning**

|  |  |  |
| --- | --- | --- |
| **Determine the degree to which content found in these textbooks is correlated with the Standards of Learning and the Curriculum Framework for this subject.** | | |
| **Adequate**  **A** | **Limited**  **L**  **(Note: Provide examples to support this rating.)** | **No Evidence**  **N**  **(Note: Provide examples to support this rating.)** |
| Lessons are aligned with the standards.  Content appears accurate, clear, and in sequential order.  Most of the essential understandings, knowledge, and skills are supported.  Many opportunities are provided for students to practice essential skills. | Limited connections between the standards and the lessons are noted.  Content appears to contain some inaccuracies or is not always clear.  Essential understandings, knowledge, or skills are not sufficiently addressed.  There is limited opportunity for students to practice essential skills. | No correlation between the standards and the lessons are noted.  A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies.  Essential understandings, knowledge, or skills are not addressed.  Opportunities to practice essential skills are not included. |
| Comments or concerns related to content accuracy, bias, or editing: | | |

Attachment B

**Evaluation Criteria Used by Textbook Review Committee**

**Section II: Rubric for Instructional Design and Support**

**(Reported and may be used in correlation and approval considerations.)**

|  |  |  |
| --- | --- | --- |
| **Adequate**  **A** | **Limited**  **L**  **(Note: Provide examples to support this rating.)** | **No Evidence**  **N**  **(Note: Provide examples to support this rating.)** |
| **Criterion 1 -** Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | | |
| Textbook is logically organized and grade/age appropriate for students. | Textbook lacks consistency in organization and appropriateness for the grade/age of students. | Textbook is not reasonably organized and is inappropriate for the grade/age of the students. |
| **Criterion 2 -** Textbook is organized appropriately within and among units of study. | | |
| Scope and sequence is easy to read and understand. | Scope and sequence is confusing and not easy to understand. | Scope and sequence is difficult to read and understand. |
| **Criterion 3** - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | | |
| Organizational properties of the textbookassist in understanding and processing content. | Organizational properties of the textbook offer limited assistancein understanding and processing content. | Organizational properties of the textbook do not assist in understanding and processing content. |
| **Criterion 4 -** Writing style, syntax, and vocabularyare appropriate. | | |
| Readability is appropriate for the grade level.Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words. . | Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be in appropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar. | Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar. |
| **Criterion 5 –** Information sources (i.e. articles, journals, web-based resources, maps, charts, graphs, illustrations, political cartoons, articles and other artifacts)and illustrations are appropriate. | | |
| Information sources and illustrations are accurate, support the text, and enhance student understanding. | Information sources and illustrations are somewhat unclear and offer limited support for the text and student understanding. | Information sources and illustrations are inaccurate, do not support the text, and do not enhance student understanding. |

Attachment B

**Evaluation Criteria Used by Textbook Review Committee**

**Section II: Rubric for Instructional Design and Support**

**(Reported and may be used in correlation and approval considerations.)**

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| --- | --- | --- |
| **Adequate**  **A** | **Limited**  **L**  **(Note: Provide examples to support this rating.)** | **No Evidence**  **N**  **(Note: Provide examples to support this rating.)** |
| **Criterion 6** - Textbook provides sufficient opportunities for instructional strategies that support the key concepts, factual content, and skills of history and social science at a developmentally appropriate level. | | |
| Materials provide students with opportunities to integrate skills and concepts. | Materials provide students with limited opportunities to integrate skills and concepts. | Materials provide students with no opportunities to integrate skills and concepts. |
| **Criterion 7 -** Textbook reflects unbiased, non-stereotypical, accurate, comprehensive content. | | |
| Textbook is free of bias, stereotypes, and presents historically accurate content that is appropriate for the course. | Textbook lacks consistency in its presentation of history and social science content. | Textbook is inappropriate, presenting bias, reinforcing various stereotypes, and historically inaccurate information. |
| **Criterion 8 -** Textbook presents diverse groups (i.e. cultural, ethnic, racial, women, disabled, etc.) and viewpoints of events objectively and they are integrated throughout the text, illustrations, and tasks in a comprehensive manner. | | |
| Content is representing diverse groups or viewpoints are represented and objectively presented. | Content is representing diverse groups or viewpoints are confusing, not easy to understand, or limited. | Content is representing diverse groups or viewpoints are nonexistent, or inappropriate and inaccurate. |
| **Criterion 9 - Digital considerations:** Textbook content, visuals, and interactive elements are easily accessible, uncluttered, clearly labeled, purposeful, and relevant to the content. | | |
| Visual content and interactive elements are accurate, support the text, and enhance student understanding. | Visual content and interactive elements are somewhat unclear and offer limited support for the text and student understanding. | Visual content and interactive elements are inaccurate, do not support the text, and do not enhance student understanding. |

Note: Any subject area criteria that are required in state statute will be included as part of the state review. The Department of Education may establish criteria indicators that are subject-area specific.

Attachment C

**Publishers’ Submission Forms for Virginia’s Textbook Approval Process**

Virginia Department of Education

Approved by the Virginia Board of Education

March 24, 2011\*

**\*** Updated to comply with SB4 (2014) Chapter 440 § 1 Uncodified Act of the General Assembly

Attachment C

**Introduction**

The Virginia Board of Education’s authority for approving textbooks and other instructional materials is prescribed in the *Virginia Constitution* and in the *Code of Virginia*.

* *Virginia Constitution, Article VIII, § 5 (d)*

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

* *Code of Virginia*, § 22.1-238

1. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
2. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
3. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

[SB4 (2014) Chapter 440 § 1](http://law.lis.virginia.gov/uncodifiedacts/2014/session1/chapter440/) was passed as an Uncodified Act of the General Assembly -

Be it enacted by the General Assembly of Virginia:

1. *§ 1. That all textbooks approved by the Board of Education pursuant to § 22.1-238 of the Code of Virginia, when referring to the Sea of Japan, shall note that it is also referred to as the East Sea.*

2. That the provisions of this act shall not affect any textbook approved by the Board of Education prior to July 1, 2014.

This document, including all attachments, provides textbook publishers with the required information and forms for submitting textbooks for review by the Virginia Department of Education (VDOE) and approval by the Virginia Board of Education. By submitting textbooks for evaluation, publishers agree to follow the procedures set forth in this document. Failure to comply with all procedures may result in disqualification of the textbook as a part of the review and approval process.

Attachment C

**Primary Material Submitted for Review**

As noted in Section 22.1-238.C of the *Code of Virginia* above, the term textbook refers to print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course.

For the remainder of this document, such instructional media will be referred to as “primary material.” Primary material contains the core curriculum that is the basis for the grade-level subject or course. VDOE review committees will review the material selected by the publisher as the “primary material.” This is typically the student edition of the textbook or the primary material that students will use to gain access to the content, although there may be exceptions according to the content area and grade level of the textbooks (e.g., teacher’s editions may need to be included in the review at elementary grades for English/reading). Ancillary and supplemental materials will not be considered for review.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. VDOE review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the VDOE review committees as a part of the textbook approval process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that is delivered through an interactive format.

**Submission Forms**

Publishers must complete the Textbook Publisher’s Certification and Agreement listing all primary materials submitted for review consideration at the time it signals intent to submit textbooks for review as part of Virginia’s textbook approval process.

Attachment C

***Textbook Publisher’s Certification***

(Date)

(Publishing Company)

Name of Primary Contact:

Phone Number, including area code:

E-mail Address:

The publishing company indicated above submits the following primary materials to the Virginia Department of Education for consideration in Virginia’s textbook approval process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **ISBN** | **Copyright** | **Grade Level or Course** | **Is this primary material submitted as digital, print, or combination?\*** |
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\*Only one version of the primary material will be reviewed by VDOE committees. If the primary material is available in more than one format, provide an explanation of how they differ or are comparable.

The publisher certifies the following:

1. Each textbook has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.

Attachment C

2. Each textbook has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.

1. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
2. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

**Quality Assurance and Editing Process**: Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

* the quality assurance and workflow steps used to ensure accuracy of content;
* the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
* the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
* the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
* the process used to reach consensus on information with divergent interpretations.

Enter the description here. (Additional information will not be considered or reviewed.)

Attachment C

***Textbook Publisher’s Agreement***

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Department of Education for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education.
2. If any factual or editing errors are identified in a PUBLISHER’s textbook following its approval by the Board of Education, the PUBLISHER will submit a corrective action plan to the Department of Education within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board of Education, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER’s and the Department of Education’s Web sites; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER’s expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board’s determination.
4. If numerous and/or significant errors are identified in a textbook on the Board of Education’s approved list, the Board of Education may, in its sole discretion, withdraw the textbook from the approved list. The Board of Education must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meetwith the Department of Education before removal.A “significant error” is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

Attachment C

If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board of Education, the PUBLISHER will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary. (Item #3 in the certification)

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(Signature of President of the Company or Designee) (Date)

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(Name and Title of Person Signing)

Attachment D

Proposed Recommended History and Social Science Textbooks for Approval

January 25, 2018

| **Grade/Course** | **Publisher** | **Title** | **Satisfactory Completion of Publisher’s Certifications and Agreements** |
| --- | --- | --- | --- |
| **Kindergarten** | | | |
|  | Five Ponds Press | Our World: Our Community |  |
|  | McGraw-Hill | Virginia Social Studies: Living, Learning and Working Together |  |
| **Grade 1** | | | |
|  | Five Ponds Press | Our World: Our State |  |
| **Grade 2** | | | |
|  | Five Ponds Press | Our World: Our United States |  |
| **Grade 3** | | | |
|  | Five Ponds Press | Our World: Ancient World Cultures |  |
|  | McGraw-Hill | Grade 3 Social Studies: Exploring People Places and Cultures |  |
| **Virginia Studies** | | | |
|  | Five Ponds Press | Our Virginia: Past and Present |  |
|  | McGraw-Hill | SS Virginia Studies |  |
| **United States History to 1865** | | | |
|  | Cengage/National Geographic | US History: American Stories, Beginnings to 1877 |  |
|  | Five Ponds Press | Our America to 1865 |  |
|  | Houghton Mifflin Harcourt | United States History Beginnings to 1877 |  |
|  | McGraw-Hill | Discovering Our Past: A History of The United States- Early Years |  |
|  | Pearson | United States History Beginnings to 1865 |  |
| **United States History: 1865 to the Present** | | | |
|  | Five Ponds Press | Our America: 1865 to the Present |  |
|  | Houghton Mifflin Harcourt | United States History: Civil War to the Present |  |
|  | McGraw-Hill | A History of the United States |  |
|  | Pearson | United States History: 1865 to the Present |  |

Attachment D

Proposed Recommended History and Social Science Textbooks for Approval

January 25, 2018

| **Grade/Course** | **Publisher** | **Title** | **Satisfactory Completion of Publisher’s Certifications and Agreements** |
| --- | --- | --- | --- |
| **Civics and Economics** | | | |
|  | Five Ponds Press | Our State & Nation: Civics and Economics |  |
|  | Houghton Mifflin Harcourt | Civics |  |
|  | McGraw-Hill | Building Citizenship |  |
| **World Geography** | | | |
|  | Cengage/National Geographic | National Geographic Learning- World Cultures and Geography Survey |  |
|  | McGraw-Hill | Geography: The Human and Physical World |  |
| **World History and Geography to 1500 A.D. (C.E.)** | | | |
|  | Cengage/National Geographic | National Geographic World History: Great Civilizations |  |
|  | Houghton Mifflin Harcourt | Modern World History |  |
|  | McGraw-Hill | World History and Geography Early Ages |  |
|  | Pearson | World History and Geography Beginnings to 1500 |  |
| **World History and Geography: 1500 A.D. (C.E.) to the Present** | | | |
|  | Houghton Mifflin Harcourt | Modern World History Survey |  |
|  | McGraw-Hill | World History and Geography, Modern Times |  |
|  | Pearson | World History and Geography From 1500 |  |
| **Virginia and United States History** | | | |
|  | Houghton Mifflin Harcourt | American History |  |
|  | McGraw-Hill | United States History & Geography |  |
|  | Pearson | Virginia and United States History |  |
| **Virginia and United States Government** | | | |
|  | Cengage/National Geographic | Govt9: Principles of American Government |  |
|  | Houghton Mifflin Harcourt | Government |  |
|  | McGraw-Hill | United States Government: Our Democracy |  |
|  | Pearson | Magruder’s American Government |  |